

Educating Iowa's English Learners (ELs)

A Handbook for Administrators and Teachers



2015

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INTRODUCTION

This handbook for Iowa school districts was first published many years ago. Since that time, several significant sociopolitical and educational changes have occurred.

The number of families in Iowa demonstrating limited English proficiency has increased significantly in recent years. These families include immigrants, migratory workers, and others whose children may have limited English proficiency. The children are in Iowa schools and are working to learn core content taught in English. Their ability to learn this content may be adversely affected by the lack of appropriate accommodations in the classroom or opportunity through programs that provide English language learning. Students with limited English proficiency sometimes experience great difficulty with the dual task of learning the English language and learning academics taught in that language at the same time. These students are at a higher risk of dropping out of school and may consequently have reduced employment opportunity. We have seen an increase in the number of languages and cultures represented both in our state and in the political arenas of our nation. Immigrants and refugees from impoverished or war-torn homelands have come to us seeking the American Dream. Balances among minority group populations have shifted, and even greater shifts are likely in the future.

In both our society and our educational institutions, we have acquired a better understanding of the implications of the linguistic and cultural differences in learners who participate in available programs. We now know more than ever about language acquisition, cultural change, competencies, assessment, affective states of the learner, evidence based instructional practices, and more importantly ourselves.

The changes in this handbook attempt to reflect these new understandings. We seek to give Iowa educators a picture of the unique needs of English language learners and to offer a guide for providing equal access to the quality education available in the state. The handbook will primarily benefit those responsible for designing and implementing programs in local school districts.

The Iowa Department of Education is grateful for the assistance of the members of the Iowa ELL network in the development and revision of this document.

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CHAPTER 1

LEGAL AND EDUCATIONAL RATIONALE

This chapter describes the legal and educational rationale for educating English learners (EL)¹/Limited English Proficient (LEP) students. It presents an overview of the federal and state legislation and guidelines, and discusses United States Supreme Court decisions that have had a direct impact on the education of these students. In addition, we have included related educational and pedagogical issues.

In order to familiarize school personnel with the school district's obligations in the education of English learners, the information is presented either in brief summaries or excerpts from the major documents.

Legal Rationale

Limited English Proficient (LEP) is the term used by the United States Department of Education (USDE) to describe students whose home-language background is other than English and whose English language skills are not sufficiently advanced for them to participate successfully in classrooms in which all academic instruction is provided in English. Numerous acts, laws, court decisions, and guidelines have been written with the needs of EL in mind. These documents combine to create and clarify the current legal responsibilities of all United States school districts for the education of English learners.

Federal Level

A number of documents detail the federal requirements for the education of EL. This section contains brief summaries or excerpts from key documents.

Title VI, *Civil Rights Act*, 1964

No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare.

May 25, 1970, *Memorandum*, Department of Health, Education and Welfare

This *Memorandum* interprets the *Civil Rights Act* of 1964. It concerns the responsibility of school districts to provide equal educational opportunity to national origin minority group

¹“English learners” (EL) is the preferred term and will be used instead of “Limited English Proficient” (LEP), except in direct quotes from U.S. Department of Education documents.

students whose English language proficiency is limited. The following excerpts address specific major areas of concern with respect to compliance with Title VI and have the force of law:

Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

School districts have the responsibility to adequately notify national origin minority group parents of school activities, which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English.

School districts must not assign national origin minority group students to special education on the basis of criteria, which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills.

Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.

The Bilingual Education Act, 1968 (Amended in 1974 and 1978)

In order to establish equal educational opportunity for all children, Congress declared that the policy of the United States would be as follows: (a) to encourage the establishment and operation, where appropriate, of educational programs that use Bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local education agencies, and to state education agencies for certain purposes.

Equal Education Opportunities Act of 1974

This law requires that students not be denied access to educational opportunities based on race, color, sex, or national origin. The need for agencies to address language barriers is discussed specifically.

Lau v. Nichols, 1974

This case is a class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. The Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking students.

Castenada v. Pickard, 1981

The major outcome of this case was a set of three guidelines to use when evaluating programming for EL:

- (1) Is the program theoretically sound or experimentally appropriate?
- (2) Is the program set up in a way that allows this theory to be put into practice?
- (3) Is the program regularly evaluated and adjusted to ensure that it is meeting the linguistic needs of the students it serves?

Plyler v. Doe, 1982

In *Plyler v. Doe*, the United States Supreme Court held as unconstitutional the Texas law that allowed local education agencies to deny enrollment to children of undocumented immigrants. The ruling was based on the equal protection provision of the Fourteenth Amendment to the U.S. Constitution. Of particular concern to the Court was the fact that children were affected, rather than their parents. The Court believed that denying undocumented children access to education punished the children for their parents' behavior. Such an action, the Court noted, did not square with basic ideas of justice.

The *No Child Left Behind Act of 2001* (NCLB) (a reauthorization of the *Elementary and Secondary Education Act of 1965*)

Title I: Improving the Academic Achievement of the Disadvantaged

This portion of NCLB mandates English language proficiency testing and academic achievement testing of EL, setting requirements for the establishment of achievement objectives and a number of other educational reforms.

Title III: Language Instruction for Limited English Proficient and Immigrant Students

This portion of NCLB mandates English language proficiency testing of EL, discusses a number of issues related to programming for EL, and outlines EL-specific parent notifications, in addition to addressing a number of other related issues.

Other

An additional court case and a state law are also worth noting here: *Diana v. State Board of Education*, 1970 and Chapter 280.4, *Uniform School Requirement*, *Iowa Code*.

Diana v. State Board of Education, 1970

In this case, a class action suit was filed on behalf of nine Mexican-American public school children, ages 8–13. The lawsuit alleged that these children had been improperly placed in classes for the mentally retarded on the basis of biased individual intelligence tests. The Diana case mandated future observance of several significant Special Education practices. For example, children whose primary language is not English must henceforth be tested in both their primary language and English. Also, such children must be assessed only with tests that do not depend upon vocabulary or other discriminatory and unfair verbal questions.

Dear Colleague Letter co-issued to all US superintendents of public schools, January 7, 2015

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

In guidance rarely ever jointly issued, the US Department of Justice (DOJ) along with the Office of Civil Rights (OCR) clarified federal requirements around meeting both the English language development and the curricular needs of English Learners. This document serves as an important reference for school districts across the country in terms of describing federal requirements that must be reflected in district Lau Plans.

Iowa Limited English Proficiency Legislation

Chapter 280.4, *Uniform School Requirement, Iowa Code*. When a student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include, but need not be limited to, either instruction in English as a second language or transitional Bilingual instruction. Such instruction will continue until the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language. The Department of Education has monitoring and technical assistance responsibilities. (See Appendix F.)

Educational Rationale

The legal rationale stated previously in this chapter provides only part of the reason that special instructional programs for English learners (EL) are necessary. Equally important, if not more so, is the fact that these types of programs are consistent with best educational practices. Both research and experience have proven that such programs provide the most valuable educational opportunities for EL.

General Considerations

Educators should keep in mind certain general considerations when planning an educational program for ELs. These considerations are outlined below.

- **ELs need not give up their native language to learn a second language.**

On the contrary, the development and maintenance of skills and proficiency in the first language *enhance* acquisition of a second language. Compared to students who are not proficient in their native language, those who are native-language proficient will acquire English more efficiently and effectively and will learn to read sooner than their nonnative proficient peers.

It is, therefore, neither useful nor practical, and in many ways counterproductive, to encourage parents of ELs to try to speak English with their children at home. Parents can provide much support in the native language and should be encouraged to speak and read (to the extent possible) to their children in any language that is comfortable for them to use. The school and parents together can plan for additional language-rich experiences for ELs in English, both in and out of school.

- **Lack of English proficiency does not, in and of itself, qualify a student for Special Education services.**

A student who lacks English language skills is different from an individual with a language disorder. A student from another culture may have learning styles and concepts of appropriate school and classroom behavior that, while they may differ from the American mainstream perception of the same, may be appropriate to that student's cultural background and experiences.

In the course of normal second language acquisition, a student may not be able to perceive or pronounce certain sounds that do not exist in his or her first language, or that are not used in the same position. Normal sound patterns and interference from the first language may lead students to fail to discriminate sounds in the second language. This is not a cognitive, speech, or hearing disorder. In addition, a student may acquire oral and written skills in English at different rates. Oral fluency in English may not be an indication of the overall English language skills necessary for academic achievement.

Therefore, before a student can be served in Special Education, he or she should be assessed in the native language to determine whether the suspected condition exists in the language and cultural context with which the student is most familiar and comfortable. A suspected speech disorder, for example, that does not appear in the first language can be assumed to be a natural characteristic of second-language acquisition. Consequently, the student should be referred for Language Instruction Educational Program. For specific discussion of special education for ELs, refer to resources listed in Appendix E.

- **It may take a long time for a student to learn English well enough to participate fully in an all-English-language mainstream classroom.**

Researchers have concluded that it may take from three to ten years to master sophisticated English in the four skill areas (listening, speaking, reading, writing) required for full participation and learning in an academic setting (Cummins, 1991; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002). The amount of time will vary with each student's background, age, experience, and first-language literacy, as well as with the amount of support provided by school and parents.

It is important to note that the oral language needed for basic survival, while acquired relatively quickly (1 to 3 years), by itself is not sufficient for students to perform well in the classroom. Early acquisition of basic, predictable oral language—or even slang—may lead mainstream teachers to believe that an English learner is reasonably proficient in English. Yet, the student actually may not know enough English to fully participate academically in an English-medium mainstream classroom.

The acquisition of these Basic Interpersonal Communicative Skills (BICS) (Cummins, 1979, 1981) is an important first step in learning English. BICS alone, however, are not sufficient to enable English learners to take advantage of the educational opportunities offered in the all-English mainstream classroom. Native-language content instruction (to the extent feasible), as

well as English instruction in a Language Instruction Educational Program (LIEP), will provide both academic and linguistic support for the English learner until Cognitive Academic Language Proficiency (CALP) (Cummins, 1979, 1981) can be reached and the student is able to actively and fully achieve academic success.

Categories of English Proficiency		
	BICS – Basic Interpersonal Communicative Skills	CALP – Cognitive Academic Language Proficiency
Time to Master (Cummins, 1991; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002) Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). <i>Enhancing English Language Learning in Elementary Classrooms: Trainer’s Manual</i> . McHenry, IL: Delta Systems Co., Inc. (last page of Presenter’s Appendix) – slight adaptations made	1 to 3 years	3 to 10 years
Characteristics	<ul style="list-style-type: none"> • Repetitive • Predictable • Usually oral • Can often be pointed at or acted out • Present tense, verb stem • Basic “survival” English • Single sentences, simple phrases, and questions 	<ul style="list-style-type: none"> • Original, not repetitive • Not predictable • Oral and written, not necessarily in immediate surroundings • Language of past, present, future, condition • Opinions and feelings expressed • Conjecture • Extended speech and reading • Complex phrases, sentences, and questions

The above chart summarizes the characteristics of these two categories of English-language proficiency, as described by Dr. Jim Cummins, a prominent researcher. The information may assist administrators and teachers to better identify the English-language needs and performance levels in the classroom, as well as to understand the need for comprehensive, and sometimes lengthy, English-language instruction.

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CHAPTER 2

FUNDING SOURCES

Inherent in a school district's obligation to take "appropriate action to overcome language barriers that impede equal participation by its students" (*Equal Educational Opportunity Act of 1974*, Point F) is the obligation to finance these programs. State funds are allocated to school districts on the basis of enrollment. Thus, a district is given the same funds for the education of an English learner (EL) as for a native speaker of English.

Local

The primary responsibility for meeting the needs of EL lies with the local school district. ELs have urgent language and educational needs and appropriate services should be provided by the school district to meet these needs. ELs should have the same access as other students to all district programs that are considered beneficial to them.

In order to comply with legal requirements (see Chapter 1), school districts must first use local resources to provide these programs to ELs. Federal and state resources are intended to supplement, not supplant, local resources in meeting the needs of ELs. When other sources of funding are unavailable or insufficient, the district must assume responsibility for providing appropriate services to ELs.

State

The Iowa legislature has approved funding (.22 weighting) for "the excess costs of instruction of limited English proficient students" for five years. (*Iowa Code* Chapter 280-280.4). Weighted funding is based upon certified enrollment reported on the Fall BEDS. In addition to qualifying for weighted funding, a school district may also apply to the school budget review committee for funds to provide Language Instruction Educational Program (LIEP) and/or other special-instruction programs.

Federal

Federal funding is available in three major categories: Title I - Part A: Improving Basic Programs Operated by Local Educational Agencies and Part B: Student Reading Skills Improvement Grants (part B ended, June 30th, 2012); Title I - Part C: Education of Migratory Children; and Title III - Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act. Descriptions of these funding sources follow.

Title I - Improving the Academic Achievement of the Disadvantaged - Part A: Improving Basic Programs Operated by Local Educational Agencies

This states that limited English proficient (LEP/EL) students are eligible for Title I services on the same basis as other children selected to receive them. In schools operating school-wide programs in which the goal is to upgrade the instructional program in the entire school, all

children—including EL/LEP students—are intended to benefit from the program. Therefore, the needs of all students are to be taken into account in the program design.

In targeted-assistance schools (schools not operating school-wide programs), EL/LEP students are to be selected for services on the same basis as other children. That is to say, on the basis of multiple, education-related, objective criteria for determining which children are failing, or most at risk of failing, to meet the state’s student performance standards. *A local educational agency no longer is required to demonstrate that the needs of EL/LEP students stem from educational deprivation and not solely from their limited English proficiency.*

Through an application process, grant monies are awarded to the local education agencies. Each agency must assure that the monies will be used to provide supplementary educational services to eligible children, pre-kindergarten through high school. For additional information, contact the Iowa Department of Education.

Title I - Improving the Academic Achievement of the Disadvantaged - Part C: Education of Migratory Children

This program provides migratory children with appropriate educational services that address their special needs. It seeks to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school. A migratory child is a child who is—or whose parent, spouse, or guardian is—a migratory agricultural worker and who, in the preceding 36 months, in order to obtain temporary or seasonal employment in agricultural work, has moved from one school district to another.

The state education agency is directly responsible for administering the state’s migrant education program. For additional information, contact the Iowa Department of Education.

Title III - Language Instruction for Limited English Proficient and Immigrant Students - Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act

Title III of the *No Child Left Behind Act* (NCLB) provides school districts (via Area Education Agencies) with services in order to implement language instruction educational programs designed to help EL students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. State educational agencies, local educational agencies, and schools are accountable for increasing the English proficiency and core academic content knowledge of EL students. For more information, contact your Area Education Agency EL consultant.

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CHAPTER 3

PROCEDURES

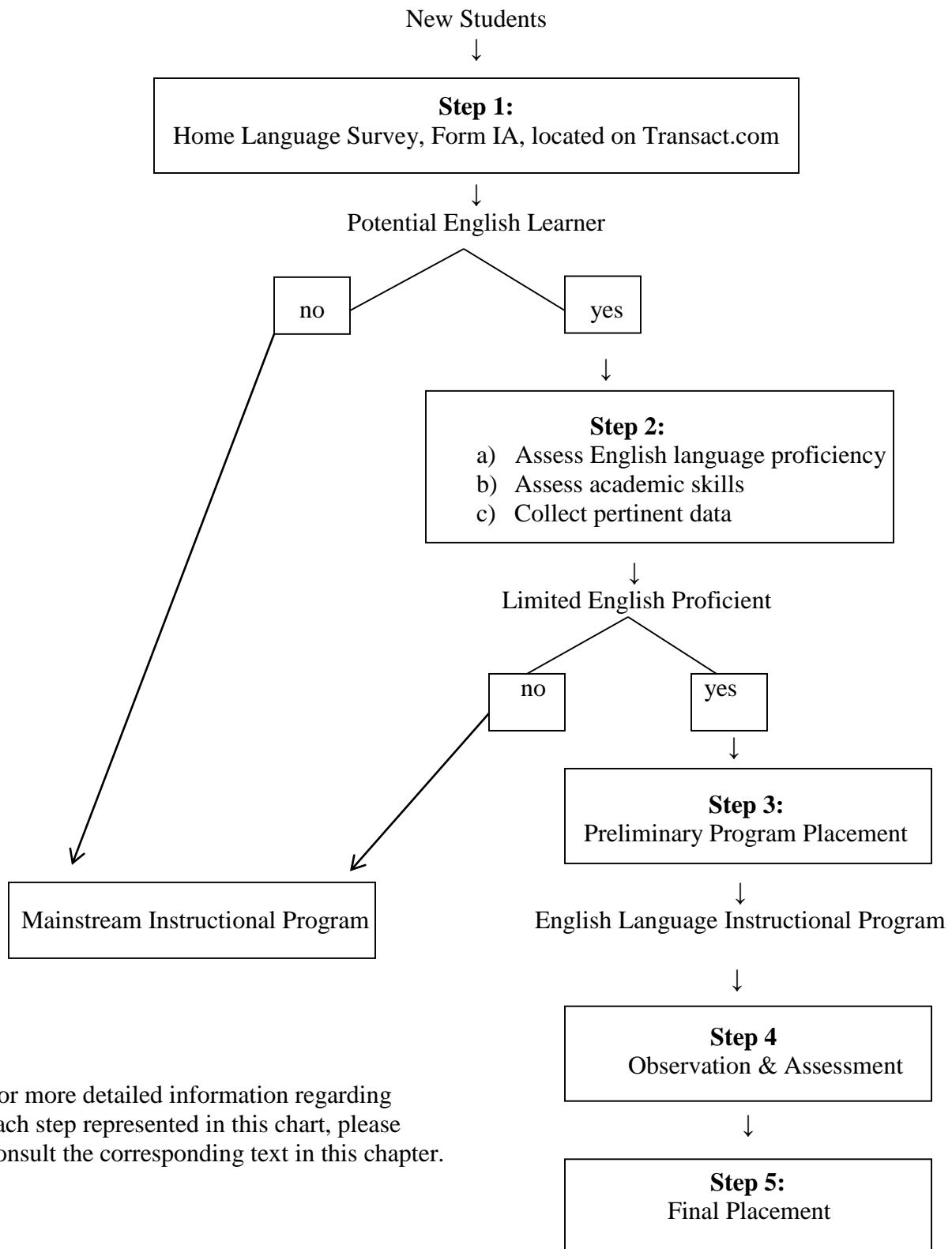
Identifying language minority students and assessing their skills are critical steps in determining their need for placement in Language Instruction Educational Program (LIEP). This chapter provides educators with specific suggestions for accomplishing these tasks. In addition, it describes ways to assess the correctness of a student's placement and his or her readiness to exit the program. Appropriate transitions to mainstream classes are also described.

Identification and Placement

Chapter 280, Section 280.4, of the *Iowa Code* defines a *Limited English Proficient* student as follows: "A student's background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background."

By following five basic steps (see Table I), Iowa school personnel can readily identify English learners (EL) and place them in appropriate learning environments.

Table 1
Identifying EL Students



For more detailed information regarding each step represented in this chart, please consult the corresponding text in this chapter.

Note: If a student is initially “not identified” for assessment based on the HLS there are district defined criteria if a student struggles in the mainstream classroom that can “prompt” screening regardless of parent response on the HLS. The district gets to determine those criteria (classroom teacher observation, grades, other assessment scores, etc....)

Step 1: The Home Language Survey

The first step in the process of identifying a potential EL is to conduct a Home Language Survey (IA form). This instrument is available in a number of languages on the TransACT website² (www.transact.com). Its purpose is to help districts determine whether a student meets the first criterion of the definition: “a student’s background is in a language other than English.”

The Home Language Survey should be completed by the parents or guardians of *all* new students in the district. Information gathered from the survey becomes part of the student’s permanent records and should be available to the student’s teachers. Note that a positive response to an item on this survey does *not* in itself identify a student as an English learner; it merely helps to flag students for potential consideration.

If a response on the Home Language Survey indicates a language other than English in the student’s background, then a state-approved form of English language assessment should be used to determine whether that student is limited in English proficiency. Responses on the Home Language Survey must be used along with other indicators to identify ELs.

It is important to note that some parents may be reluctant to reveal that English is not their home language. Many times this reluctance is related to fear of negative consequences for their children or themselves. School personnel should make every effort to clearly explain the purpose of the questionnaire and to elicit accurate information. Parents may need reassurance that the information requested will be used to help make the best possible placement decisions for their children.

Step 2: Initial Assessment

In order to select the appropriate placement for a student, district personnel should first assess the student’s English language proficiency and academic skills, and examine other relevant personal information.

English Language Proficiency

Successful academic performance depends on proficiency in listening, speaking, reading, and writing English. A student’s level of proficiency in each of these skill areas may vary. Therefore,

²The steps to finding the TransACT Home Language Survey are as follows: 1) go to www.transact.com, 2) click “LOG IN TO TRANSACT” in the upper right corner, 3) enter your username and password in the provided fields (call 425/977-2100 if you are having difficulty logging on), 4) click “GET STARTED” in the upper left corner, 5) along the left side of the screen, click on folder “Gen Ed Parent Notifications”, 6) Click on TransAct Masters under “School, Office & Classroom”. 7) Scroll down to Front Office Admin. and click on “Home Language Survey-IA”. 8) Select a language. 9) Download and print.

assessing the student's English language proficiency is an important step in deciding upon placement in an English language instructional program.

“The ELPA 21 English Language Proficiency Standards rely on five levels of language proficiency. Proficiency levels 1-5 describe targets for student performance by the end of each ELP level at a particular point in time.” *ELP Standards At a Glance*, p.1, 2014.

For a description of what ELs can be expected to do across language proficiency levels, see the following website:

<http://www.elpa21.org/sites/default/files/12.22.14%20Standards%20At%20A%20Glance.pdf>

LANGUAGE ACQUISITION CHART

Based on: Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). *Enhancing English Language Learning in Elementary Classrooms: Trainer's Manual*. McHenry, IL: Delta Systems Co., Inc. (last page of Presenter's Appendix) – slight adaptations made

English language assessment may include several instruments, both standardized and locally developed, though *Iowa Code* clarifies that “These assessments shall be conducted by utilizing state, local or nationally recognized tests, as well as teacher observations and recommendations [*Iowa Code* Chapter 281-60.3(3)].” Suggested assessment instruments are listed in Appendix A. Examples of locally developed instruments include an oral interview, an oral proficiency test, an English language reading test, and a writing sample, though it is essential that state, local or nationally recognized tests be used. It is also important to remember that any instrument used for initial assessment should be designed specifically for placement purposes. See Appendix A for a list of appropriate commercially available tests.

Beginning with the registration/enrollment period for the 2013-2014 academic year, the Tennessee English Language Proficiency Assessment (TELP) will become the required screening assessment instrument. This change is necessary in order for Iowa to meet federal and state regulations in establishing a zero growth point for English language proficiency. (Assessment of English Language Learners-official letter sent to school Iowa school districts on June 21, 2013 from David Tilly, Deputy Director).

The “Iowa Title III - Enrollment Status Descriptors” document (Appendix B) provides specific guidance for placing students in educational programs based on both English language proficiency and general achievement levels.

Academic Skills

EL academic experiences may vary greatly, partly dependent on their past opportunities to participate in academic endeavors in any language. Academic skills may be more appropriately assessed in the student’s first language. If academic skills are assessed in English, it is important to remember that lack of English skills may influence the performance in content-area testing.

The following is a list of recommended ways to assess EL academic skills:

- Ensure that skills and abilities assessed line up with essential district curricula
- Enlist the help of a translator and/or interpreter
- Allow students to use their first language in answering questions (remember that academic skills and not language proficiency is the focus of this assessment)
- Use plenty of visuals in order to ensure that students understand the task or concept being tested
- Utilize innovative test tasks such as drawing, sequencing pictures, matching, and/or using graphic organizers
- For math, use “language-free” computation problems to assess skills (be aware, however, that other cultures may use different symbols for mathematical operations; a translator/interpreter can provide guidance in this area)

Again, the “Iowa Title III - Enrollment Status Descriptors” document (Appendix B) provides specific guidance for placing students in educational programs based on both English language proficiency and general achievement levels.

Other Pertinent Information

It is essential to remember, however, that the level of language proficiency can interfere with the test performance of students who are not yet proficient in the language; the content test is also a language test for those students. This must be considered when using standardized test scores to evaluate student achievement. Recommendations for academic assessment of ELs who are still acquiring English are provided in the “Academic Skills” section above.

Appropriate district personnel should collect pertinent information regarding such topics as family and academic background, language experience (number of languages spoken by the student and his/her family), health, length of time in the United States, cultural and developmental information, and other relevant material. Such material will provide a comprehensive overview of the student’s past and present life and school experiences. This information should be used to help teachers and administrators provide the most appropriate educational program for each EL student.

Step 3: Preliminary Program Placement

Upon entering the school system, ELs will receive instruction in core content and English language development.

The English Language Instructional Program

Due to the often quick and general nature of the initial assessment, the initial placement of an EL in a particular level of English language instructional program may be tentative. Placement tests may provide only a general grouping of students, not a detailed profile of an individual student’s English language skills. It is important, therefore, to have an observation or trial period in which to determine whether a student’s initial placement is, indeed, appropriate.

The LIEP teacher in a classroom setting will be able to better judge a student’s strengths and weaknesses. Districts should develop a procedure by which teachers can correct and “fine tune” placements after a period of classroom contact during which the student’s skill level is more clearly defined.

Age-Appropriate Placement

EL should be placed in, or as close as possible within two years of, the grade in which other students of the same age are placed. Interactions with same-age peers encourage EL students to use oral English and to make social and cultural adjustments.

Below-grade placement has several detrimental effects. Students placed below grade level often show signs of maturation before their classmates, frequently resulting in embarrassment for the student and reduced social interaction that continues throughout their school years. Students placed in lower grades because they do not speak English continue to not speak English. In addition, they often feel isolated and/or uncomfortable in a classroom with younger classmates.

If a language minority student is initially assessed as fully English proficient, but upon further observation appears to be experiencing difficulty, then additional assessment of English language and academic skills is needed. Formal and informal assessment techniques, as well as teacher observations, should be used to ensure the appropriate placement of the student.

Step 4: Assessing Preliminary Placement

After the student's preliminary placement, teachers should observe him or her in that environment to assess appropriateness of the placement decision. It is also important to assess and evaluate actual student performance.

Step 5: Final Placement

Based upon the previously described assessment, observation, and information gathering, a decision must be made regarding the student's placement in both mainstream classes and the English language instructional program. This decision should be made using a team approach, including, but not limited to, the following: the student, mainstream teachers, the Bilingual teacher, the LIEP teacher, instructional assistants, the counselor, the parent(s), and administrators.

The team should analyze student performance data in both academic and language skills to determine his or her appropriate placement. *No placement should be considered permanent, however.* The student's progress should be evaluated frequently, and an appropriate program change should be made as soon as need is determined.

Parent Notification Regarding Title III Testing and Placement

Parents are notified of program placement no later than 30 calendar days after the beginning of the school year, or if a child enrolls after the beginning of the year, within two weeks. Additional notifications (see Transact):

- Annual notification of continuing placement.
- Program exit notification.

Section 3302 of the *No Child Left Behind Act of 2001* requires that districts notify students' parents of:

- the **reason for placement** in a program for English Learners (Sec. 3302[a][1]);
- the student's **level of language proficiency**, how it was assessed, and their level of academic achievement (Sec. 3302[a][2]);

- the **methods of instruction** used in the child's educational program, use of English and the native language in that program, and other program options available within the district (Sec. 3302[a][3]);
- **how the program will meet the needs** and build on the academic strengths of the child (Sec. 3302[a][4]);
- **how the program will go about teaching** the child English and preparing him/her to meet academic standards for grade promotion and graduation (Sec. 3302[a][5]);
- **exit requirements** for the program, expected transition rate of students from the program to programs not designed specifically for ELs, and the expected rate of graduation for students participating in the program (Sec. 3302[a][6]);
- **for special education students, how the program will fulfill requirements** of the student's IEP (Sec. 3302[a][7]); and
- **information regarding parental rights**, including rights to remove the student from the program, to information about other program options, and to assistance in selecting from various programs and teaching methods if more than one is available (Sec. 3302[a][8]).

In addition, if the program that the child is enrolled in does not meet annual measurable achievement objectives, parents must be notified within 30 days (Sec. 3302[b]).

All information is to be provided in a language that the parent understands, to the extent practicable (Sec. 3302[c]). To meet this requirement, the Iowa No Child Left Behind Parent Communication Center (formerly the Iowa Translation Library) is available as an on-line resource at <http://www.transact.com> to provide necessary documents in 23 languages.

Furthermore, parents are to be given information regarding how they can:

- be involved with their child's education (Sec. 3302[e][1][A])
- help their children to learn English, achieve academically, and meet the academic content and achievement standards expected of all students (Sec. 3302[e][1][B])

It is recommended that this outreach be carried out through regular communication with parents. Through communications, parent questions, concerns, and recommendations can be addressed. (Section 3302(e)(2))

For a comprehensive list of parent communications required under NCLB in addition to those mandated by Title III, visit www.transact.com.

Exit Criteria

A. Criteria for 2015-2016 Academic Year and Future Academic Years

The student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on reading and math assessments
 - a. Use the Iowa Assessment

- b. Use district-wide reading and math assessments if the student is in a grade level not tested by Iowa Assessments
3. Meets both of the above criteria in the same school year

The *Iowa Code* addresses exit from an English language instructional program as follows:

An individual student may exit from a LIEP after an assessment has shown both that the student can function in English (in speaking, listening, reading, and writing) at a level commensurate with the student's grade or age peers and that the student can function academically at the same level as the English speaking grade level peers. These assessments shall be conducted by utilizing state, local or nationally recognized tests as well as teacher observations and recommendations. (Chapter 60 - 281-60.6(3)(b)(4))

Additional Assessment Considerations

This section addresses assessment of EL English and native language proficiency and academic achievement. In addition, it includes a discussion of assessing EL students who have special needs.

Issues Related to Assessing Language Proficiency

Title I of the *No Child Left Behind Act of 2001* requires that ELs' listening, speaking, reading, and writing abilities be assessed annually. Title III adds the requirement of "comprehension," which is a composite score. It is important to recognize that this mandated measure of growth in English proficiency is different from placement testing; it is essential that instruments designed for the purpose of showing growth in English language proficiency be used for this purpose. (Tests developed for use in making placement decisions may not yield appropriate data for documenting yearly growth in language proficiency.) See Appendix A for information on tests for both placement and documentation of growth in language proficiency.

Caution should be used when considering exiting students at the end of I-ELDA grade spans (second grade, fifth grade, and eighth grade) due to increasing expectations and academic demands.

Iowa law outlines separate requirements for the determination of English proficiency. The *Iowa Code*, Chapter 60, Section 281-60.2(280) Definitions, states that the term *fully English proficient* "refers to a student who is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. The four language skills contributing to proficiency include reading, listening, writing and speaking." The English language assessments used for decision-making must be linked to the linguistic capabilities inherent in this definition.

Currently, commercially available English language proficiency tests do not directly generate all of the kinds of linguistic information called for under this definition. Consequently, additional sources of information must be made available. Mainstream classroom teachers and other school personnel responsible for the education of EL should develop alternative types of language measures (e.g., checklists, rating scales, anecdotal records) that are closely linked to the kinds of language uses described in the State's definition of a fully English proficient student.

For example, if neither the commercially available language proficiency reading subtest nor the standardized test of reading achievement uses actual science, social studies, and other reading texts encountered in the mainstream classroom, teachers should use an alternative measure of the student's ability to read such texts. Such measures need not be complicated or time-consuming. Educators may, for example, judge the student's ability to read a grade-level science passage, create a cloze passage from a social studies text, or conduct a Miscue Analysis using children's literature.

With regard to the assessment of the student's native language proficiency, keep in mind that a student who is literate in his/her native language will need an instructional program that is different from that required by the student who is not literate in his/her native language. Placement decisions that also include information about the student's native language abilities—in particular, his or her literacy skills—are likely to yield the best results.

Issues Related to Assessing Academic Achievement

Assessing the academic growth of English language learners is clearly one of an educator's most challenging tasks. This is because an EL may have grasped the content or concept of a lesson but may be unable to articulate this comprehension through the English language. For example, it is possible that an EL will understand the concept of metamorphosis, but is unable to discuss the topic in English in a manner comparable to his English-proficient peers.

The teacher must make an effort to focus assessments on the content, not on the EL's use of the English language. To accomplish this goal, the teacher may need to design alternative forms of assessment that will allow the student to demonstrate his or her learning in a manner that downplays the role of English language use. It is possible, for example, to assess an EL's written responses to content-related questions without penalty for lack of mastery of written conventions. Similarly, an EL may be able to demonstrate comprehension of a concept by performing different tasks such as using pictures, making use of some English language assistance, or using his or her native language. A list of ideas for assessing ELs' content skills and abilities is found on page 15.

The most critical point is that the teacher should not lower learning standards for English learners. The No Child Left Behind Act of 2001 is very clear on this point; the same challenging academic standards are to be applied to all children (Sec. 1111(b)(1)(B)). This requires that teachers not “water down” the curriculum for ELs;

rather, they need to modify the way instruction is delivered and what materials are used in order to make the content accessible for ELs. Teachers must also ensure that the content delivered to ELs is grade appropriate and related to the requirements needed for grade promotion.

When annual standardized testing is conducted in districts, the *No Child Left Behind Act of 2001* provides some flexibility for the participation of EL; students who have begun school in U.S. in the last twelve months may be exempted from the reading/language arts test (Title I, 2004). For other EL, accommodations can be used and native language assessments may be available for certain language groups.

The Iowa Guidelines for K-12 EL Participation in Districtwide Assessments (2011-2012) can be found at the weblink below.

<https://www.educateiowa.gov/documents/learner-supports/2013/04/iowa-guidelines-k-12-ell-participation-districtwide-assessments>

See pages 13, 14, and 23

When accommodations seem to be needed for testing an EL, any of several might be considered. Which accommodation to use should be determined by considering the ones used in day to day instructional activities or classroom assessments. In no case should an accommodation be used for the first time with a student during the administration of the Iowa Assessment.

The purpose of testing should be to obtain information that will be useful for making instructional decisions and determining the extent of student progress in the curriculum of the school. Accommodations should only be used when they help to reduce the effect of the student's English language deficits that would interfere with obtaining accurate information about the student's achievement.

Issues Related to Students with Special Needs

Under construction

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CHAPTER 4

EDUCATIONAL PROGRAMS

This chapter describes Language Instruction Educational Program (LIEP), its goals, and its implementation.

General Guidelines

The following guidelines are important in developing programs for ELs:

- For LIEP classes, students should be grouped both by age and by English-proficiency level. If a Bilingual Education model is used, group assignments should take into account the language background of the students as well as the level of their academic skills.
- The size of the instructional groups should be kept small
- The teacher-student ratio should be kept as small as possible; a ratio that will allow teachers to provide adequate attention to the unique needs of ELs is imperative.
- LIEP staff, as well as mainstream staff, should be included in planning and developing the program.
- Scheduling issues can be very important to the success of a program. Time should be provided for LIEP staff to meet with mainstream staff. Good communication is critical in the development and maintenance of consistent service delivery to ELs.

In planning programs for an individual district or school site, it is also important to consider the following factors that may prove significant in designing a program model:

- Total number of ELs
- Distribution of ELs by the following:
 - Grade placement
 - School site
 - English language proficiency
 - Native languages represented
 - Students' proficiency levels in their native languages
- Number of teachers
- Type and number of support staff
- Travel time between sites
- Busing schedules
- Dollars available for the program

Bear in mind, also, the areas in which districts/buildings will be evaluated in terms of the services they provide for ELs:

- Student identification
- Student assessment and evaluation
- Various aspects of the English language instructional program (availability, involvement of parents, etc.)
- Staff
- Exit criteria
- Program evaluation
- Equitable access
- Special education
- Notices to parents

(See Appendix G for the Lau Plan Checklist.)

Language Instruction Educational Program (LIEP)

The term Language Instruction Educational Program (LIEP) refers to a structured language-acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write and listen to English language at age-appropriate and grade-appropriate levels.

Program Goals

The major goal of LIEP instruction is to develop the English language skills of ELs so that they can function well both in an English language academic setting and in society at a level comparable to their native English-speaking peers. Title III of the *No Child Left Behind Act of 2001* specifically addresses the needs of English language learners and has three goals:

- A. English language development
 1. To provide a clear process to best assist ELs in strengthening speaking, listening, reading, and writing skills in English.
 2. To accommodate each EL in a timely fashion in the manner best fitting the student's individual needs.
- B. Academic achievement
 1. To provide the structure to assist all district employees to best facilitate each EL's academic achievement by providing access to Core instruction
 2. To facilitate a learning community where language of origin does not impede academic achievement.
- C. Cross-cultural goals
 1. To create the opportunity for comfortable examination and understanding of a variety of cultural and language characteristics.

Title III holds States, LEAs, and individual schools accountable for meeting these goals (U.S. Department of Education Office of English Language Acquisition, 2003, p. 5).

The Language Instruction Educational Program must take all of these goals into account.

Program Models (Districts may refer to these models when completing annual BEDS reports.)

Source:	Iowa Department of Education – Student Reporting in Iowa Data Dictionary 2013-2014
Program Name	Program Description
Bilingual Dual Language Program	Also known as two-way or developmental. Students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speaker of the other language.
English as a Second Language Sheltered English Instruction Program	An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aides, and the environment to teach vocabulary, for concept development in mathematics, science, social studies, and other subjects.
Other English as a Second Language Program (not listed)	Other English as a Second Language Program (not listed)
Other Bilingual Program (not listed)	Other Bilingual Program (not listed)
Intensive English for Newcomers	

Description of LIEP Models

www.2.ed.gov/about/offices/list/ocr/EL/glossary.html

Newcomer Program: *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

Sheltered Instruction: *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.*

English as a Second Language (ESL): *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.*

Dual Language Program: *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*

Other Bilingual Program: *Bilingual education...refers to approaches in the classroom that use the native language of English Learners (ELs) for instruction.*
www.nabe.org/BilingualEducation

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CHAPTER 5

INVOLVING PARENTS AND COMMUNITY

One of the most frequently discussed topics in educational circles today is that of parent involvement. One way to help parents (defined in Section 9101(31) of NCLB to include “a legal guardian or other person standing in “loco parentis” [such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare]) understand their role in the education of their children is to provide them with a copy of the “Declaration of Rights for Parents of English Language Learners Under No Child Left Behind” (available <http://www.ed.gov/news/newsletters/extracredit/2004/04/0408.html> (U.S. Department of Education, 2004). This document describes in detail the following list of rights:

1. To have your child receive a quality education and be taught by a highly qualified teacher.
2. To have your child learn English and other subjects such as reading and other language arts and mathematics at the same academic level as all other students.
3. To know if your child has been identified and recommended for placement in an English language acquisition program, and to accept or refuse such placement.
4. To choose a different English language acquisition program for your child, if one is available.
5. To transfer your child to another school if his or her school is identified as “in need of improvement.”
6. To apply for supplemental services, such as tutoring, for your child if his or her school is identified as “in need of improvement” for two years.
7. To have your child tested annually to assess his or her progress in English language acquisition.
8. To receive information regarding your child’s performance on academic tests.
9. To have your child taught with programs that are scientifically proven to work.
10. To have the opportunity for your child to reach his or her greatest academic potential.

The recent increased interest in parent involvement is directly related to the demand for changes in the environment and structure of American schools to accommodate the needs of minority and majority student populations. In fact, the *No Child Left Behind Act of 2001 (NCLB)* mandates involvement of the parents of all students throughout the legislation and clarifies the definition of the term in Section 9101(32) as follows:

The term parental involvement means the participation of parents in regular, two-way, and meaningful communications involving student academic learning and other school activities, including ensuring -

(A) that parents play an integral role in assisting their child’s learning;

- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118.

Section 1118 discusses parental involvement in detail, addressing eight areas: (a) local educational agency policy, (b) school parental involvement policy, (c) policy involvement, (d) shared responsibilities for high student academic achievement, (e) building capacity for involvement, (f) accessibility, (g) information from parental information and resource centers, and (h) review. In order for districts to receive funding under Title I, Part A (this applies to most, if not all, Iowa districts), they must fulfill those requirements (U.S. Department of Education, 2003). To read Section 1118 of NCLB (No Child Left Behind Act of 2001, 2002) in its entirety, visit www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118.

Throughout the NCLB legislation, parent communication is to be “to the extent practicable, in a language that parents can understand.” This communication in parents’ first languages is facilitated by the Transact website (www.transact.com), which provides translations of needed communications in 23 languages. All districts in Iowa have access to this website. It is critical to remain mindful of the literacy levels of parents, however; oral communication may be the preferred mode for some. The “Parental Involvement: Title I, Part A Non-Regulatory Guidance” document clarifies that oral communication in a language that parents understand fulfills NCLB requirements (U.S. Department of Education, 2003, p. 5).

Our students are becoming more diverse in their cultures, languages, lifestyles, and socioeconomic levels. As a result, teachers and administrators are increasingly eager to find more effective ways to work with students and their parents to combat the low achievement and high dropout rates that plague our schools today. Realizing the importance of parent involvement in education, many schools recruit and encourage parents to become partners in learning. Indeed, one of the purposes of Title III of NCLB is “to promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children” (Sec. 3102(6)).

Partners for Equity

Parents have important roles in the schools, as well as in their children's education. Schools want parents to participate in nonacademic areas, as room parents, as chaperones on field trips, and so on. Parents are important in other ways, as well. They bring a unique perspective to the discussion of educational progress and priorities for their children. They know a great deal about their children and their children's abilities.

Parents actually may recognize attributes in their children that are not perceived either by the children themselves or by the school.

Parents who come from lower socio-economic status, or who are members of a minority group, are sometimes thought of as being uncaring and uninterested in their children. We know, however, that this is not true. All parents and families have the same hopes and dreams for their children.

The school's responsibility to these parents is the same as for any other parents. We need to provide them with the information and resources they require to participate actively in the education of their children. Throughout NCLB, educators are mandated to provide parents with such key information. (For a comprehensive list of such required parent communication, see www.transact.com.) Helping in these ways will result in parents who are comfortable in schools and knowledgeable about the process of schooling. We must empower parents to take their rightful place along with teachers and administrators in providing a meaningful education for their children.

Factors Affecting Parent Involvement

In designing appropriate support systems for parents in general, the experiences and resources of language-minority parents should be acknowledged and respected. After all, these factors will have a strong influence on their initial and later involvement. Although every family entering the school system is unique, some generalizations can be helpful. Differences in levels of involvement may be influenced by several factors.

Length of Residence in the United States

Newcomers to this country most likely will need considerable orientation and support in order to understand what their child's school expects in the way of participation and involvement. Native language communication, cultural orientation sessions, and support of others who have been newcomers can be extremely helpful to newly arrived families during what may be a stressful period of adjustment.

English Language Proficiency

Parents whose English proficiency is limited may find it difficult or intimidating to communicate with school staff or to help in school activities without Bilingual support from someone in the school or community. These parents can, of course, participate successfully and help their children at home. We must be sure that they receive information in the native language (available at www.transact.com) and that their efforts are welcomed and encouraged.

Keep in mind that it is neither appropriate nor effective to use children (offspring, siblings, family members, children of friends) as interpreters. In fact, the Office of Civil Rights does not approve of this practice in the school context. Children lack maturity, background knowledge, and an understanding of the need and requirement for

confidentiality. They should not be given the responsibility to inform and negotiate communication between home and school. School and parents need to communicate as adults through a capable adult interpreter.

Support Groups and Bilingual Staff

Native-language parent groups and Bilingual school personnel can make a crucial difference in fostering involvement among parents. Bilingual community liaisons and the Transact website (www.transact.com) can provide translated forms of most of the regular information that parents need. These services not only ensure that information is understood, they also demonstrate to parents that the school wants to involve them actively both in the school and in their children's academic development.

Prior Experiences

Language-minority families differ widely in the extent to which they are familiar and comfortable with the concept of parental involvement in schools. Some parents may have been actively involved in their children's education in the home country, while others may come from cultures in which the parents' role in education is understood in very different terms. Some parents may need additional encouragement and support in their efforts to participate in their child's schooling, while other parents may need only some specific suggestions on how to "help" in order to participate more actively in education at home and at school.

Parent Involvement Activities

Essentially, parent involvement means parents and schools working together for the benefit of children (refer to the NCLB definition at the beginning of this chapter). Research tells us how important parent involvement is to the achievement of the educational goals we set for our students. Parent involvement programs can boost student achievement, improve attendance, prevent dropouts, and create a positive school climate. Getting parents involved in the school benefits parents and teachers as well as students. Parents feel good about their involvement and about themselves. They socialize with other parents and they are often motivated to continue their own education.

Almost any parent involvement activity has the potential to increase student achievement and positively affect school climate. For example, just having a few parents in the school on a daily basis has been shown to improve school safety.

We must remember that many parents do not feel comfortable participating in parent involvement activities for a variety of reasons (e.g., socio-economic status, language, lack of formal education, etc.). Often, parents from other cultures are not familiar with our school system or the importance we place on such activities as parent/teacher conferences. By being sensitive to these issues, we can develop outreach activities that can inform, encourage, and support these parents. Following are some types of parent involvement activities to consider.

Title III Parent Meetings

In our increasingly complex world, some parents need help to develop relevant learning experiences for their children and to know about services and opportunities available to them and their families. Educators can provide parents with that assistance during parent meetings. Such meetings have been mandated by Section 3302(e) of Title III and are described as follows:

(e) PARENTAL PARTICIPATION-

- (1) IN GENERAL- Each eligible entity using funds provided under this title to provide a language instruction educational program shall implement an effective means of outreach to parents of limited English proficient children to inform such parents of how they can —
- (A) be involved in the education of their children; and
 - (B) be active participants in assisting their children —
 - (i) to learn English;
 - (ii) to achieve at high levels in core academic subjects; and
 - (iii) to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.
- (2) RECEIPT OF RECOMMENDATIONS- The outreach described in paragraph (1) *shall include holding, and sending notice of opportunities for, regular meetings* [italics added] for the purpose of formulating and responding to recommendations from parents described in such paragraph.

As mentioned above, such meetings should address topics that parents suggest. Following is a list of topics that may be of concern to parents:

- “Declaration of Rights for Parents of English Language Learners Under No Child Left Behind” (available at <http://www.ed.gov/news/newsletters/extracredit/2004/04/0408.html>)
- How to fill out school-related forms (registration materials, free/reduced lunch applications, etc.)
- School fees (registration fees, cost of lunches, cost of school pictures, etc.)
- School rules (regarding attendance/tardiness, homework, behavior, etc.)
- Medical issues (required immunizations, policies regarding head lice, when a child is too sick to go to school, etc.)
- Extra-curricular activities at the school (sports, clubs, field trips, adult education courses, etc.)
- School supplies that the students need (showing parents the specific items may be helpful)
- School expectations of students (what to do when a child stays home from school due to illness [call the school, write a note, etc.], participation in standardized testing, fund-raising, participation in P.E., etc.)
- Weather-related information (how to know if school is delayed or cancelled due to inclement weather)

- An overview of school programming (LIEP programs, talented and gifted programs, special education programs, etc.)
- Contact information regarding community services that are available (medical clinics, social services agencies, civic and religious organizations that provide services to families, etc.)
- How to advocate for one's child (cultural norms of communication between parents and educators, lessons regarding specific language to use, etc.)
- Information and encouragement regarding volunteer opportunities throughout the year (parent-teacher conferences, parent-teacher organization meetings, field trips that need chaperones, cultural events, classroom volunteering, etc.)
- Information regarding child development and suitable in-home educational activities (mini-lessons with hands-on creation of materials are recommended)
- Parenting techniques (this delicate subject can be approached from a cultural angle; the meeting facilitator can provide information regarding typical family relationships in the U.S. context and learn from parents regarding expectations in their cultures)

Social Activities for the Family

These activities are fun-filled special occasions such as ice cream socials, potlucks, ethnic festivals, and game nights. These may be school-wide or classroom-based. Often these occasions are annual events and require planning committees and volunteer workers, but EL parents may need a special invitation to participate in such events since the concept may be new to them. These social activities provide parents the opportunity of learning more about the school and getting involved with school happenings in an informal setting.

Special Classroom Collaborations

Parents can be a valuable educational resource for the teacher in terms of culture, language, history, and career and work options. Yet, volunteering to assist the teacher in an educational activity or to share some particular expertise with the class often requires a level of comfort many parents do not possess. Parents may need strong encouragement to get them to volunteer, but such collaboration between an educator and a parent can be a powerful way to strengthen school-community relationships. If, however, parents are uncomfortable with the notion of this type of volunteerism, they are deserving of our understanding.

Adult Education

These workshops are designed to appeal to adult interests and are not focused on parenting concerns. They often take the form of General Educational Development (GED) programs, arts and crafts classes, weight loss programs, team sports, Language Instruction Educational Program (LIEP) classes, and workshops in assertiveness skills and decision-making skills for daily life. Like social activities, they serve to make the school a familiar and welcoming place.

Additional guidance regarding parental involvement mandated by Title I is available in the U.S. Department of Education's publication entitled "*Parental Involvement: Title I, Part A Non-Regulatory Guidance*" which is available at <http://www.ed.gov/programs/titleiparta/parentinvguid.doc>. For additional resources related to involving minority students' parents in their schooling, see Appendix E.

References

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- Bates, P. (1990). *Parents and schools: Partners for equity in equity coalition for race, gender, and national origin*. Ann Arbor: University of Michigan.
- Sánchez, E., Sutton, C., & Wave, H. (1991). *Fostering home-schools: Involving language minority families as partners in education*. Washington, DC: National Clearinghouse for Bilingual Education.
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CHAPTER 6

PROGRAM EVALUATION

Each of the program types mentioned in previous chapters of this handbook has the following goal: to increase language development and academic achievement of ELs. Periodic evaluation of a program's effectiveness in achieving this goal is an essential part of the educational process; such an evaluation can provide educators with valuable feedback, which can lead to the improvement of instructional services and is required by various legislative mandates.

In order to assist districts/buildings in carrying out the process of program evaluation, the *Lau Plan Checklist* has been developed. (See Appendix G.) This document assists schools/districts in evaluating the following areas related to the education of ELs:

- I. Goals
- II. Identification and placement of ELs in a LIEP
- III. Description of the LIEP
- IV. Process to provide meaningful access to all co-curricular and extra-curricular programs
- V. Ongoing, embedded EL professional development for staff who support ELs
- VI. Annual English language proficiency assessment administration (ELPA 21)
- VII. LIEP exit criteria and procedures
- VIII. Monitoring procedures after students exit the LIEP program
- IX. LIEP evaluation

In addition to the *Lau Plan Checklist*, districts/buildings might perform program evaluations in light of the following questions (Castenada & Pickard, 1981, as cited in Office of Civil Rights, 1999, p. 35):

1. Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy?;
2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?; and
3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Based on these questions, English language proficiency, achievement-test data, and exit criteria could be used as indicators of program effectiveness.

English Language Proficiency

One way to gauge program effectiveness is through careful monitoring of the students' progress in English language proficiency. Iowa currently uses the ELPA 21 to measure growth and proficiency. To the extent that program effectiveness is going to be measured proficiency test, it is important to keep in mind some limitations of this type of data.

First, no single measure of language proficiency is likely to give a perfect picture of the abilities of a student. Though the publishers of commercially available tests provide evidence of the reliability of test scores, a number of factors can affect the student's performance and thus render the scores somewhat inaccurate. Test developers are careful to clarify this in their supporting documentation and this fact must be heeded whenever a test is used.

Second, English language proficiency tests are generally not designed for the purpose of evaluating educational programs; rather, they are intended to measure the progress of students in acquiring a range of language skills. Since commercially available tests typically do not match a given district's curriculum *exactly*, they cannot be considered to be a perfect measure of program effectiveness. Although these tests address general skills typically covered in a LIEP curricula, there are undoubtedly unique aspects to each district's curriculum and these may not be addressed by the test.

Third, the population of most LIEPs is a "moving target;" students enter and exit the program each year, so a comparison of scores of students in a program by grade from one year to the next does not provide an accurate picture of achievement since the groups are likely made up of different students.

One way of enhancing the validity of inferences based on test scores is to supplement the student's language profile with alternative, contextualized measures of language proficiency.

When using either commercially available or alternative language assessments, the following factors are critical:

- The tests used must be appropriate for the intended purpose.
- The tests should be administered by individuals who have been trained to administer them.
- The tests must be administered in a uniform and consistent manner.
- The tests must be scored by trained scorers.
- The students tested should have been represented in the population used to norm the test.

In summary, when using English language proficiency measures as evidence of program effectiveness, it is important to remember the limitations of using tests in this way and to ensure that they are administered and scored in a consistent manner.

Achievement Test Data

One of the primary objectives of Iowa's LIEP is to assist English learners in their efforts to acquire content knowledge comparable to that of their mainstream English-speaking peers. Measures of academic achievement (e.g., test scores, grades, holistic ratings) can provide substantive evidence of program effectiveness

The use of standardized academic achievement test data for gauging program effectiveness merits particular comment. Unfortunately, standardized, norm-referenced achievement tests are often not designed for ELs, but for fully English proficient students. *Any interpretation about the effectiveness of a LIEP that is based solely on standardized achievement test data must also be interpreted with caution.*

Again, an argument can be made for including alternative or local measures for evaluating program effectiveness. In order to meet Chapter 12 requirements, teachers, schools, or districts have designed measures that are linked to the instructional activities and content that the students encounter through participation in the program. These activities and content must also be aligned with the instructional activities and content that mainstream students are expected to perform and learn. Most important, NCLB stipulates that the content standards to which ELs are held must be the same as those for all other students (Sec. 1111(b)(1) (B)).

In other words, if mainstream students engage in a writing process (i.e., brainstorming, prewriting, editing, and publishing), and some type of holistic rating scale has been designed to measure their writing development, then parallel instructional and assessment procedures should be developed for the English learners. Similarly, in the area of science, English learners should be held to the same content standards as mainstream students, although the instructional approaches may vary. It is critical that the assessment procedure not put English learners at a disadvantage because of their lack of English proficiency; the focus should be on measuring the English learners' knowledge of science, not English.

In short, if these precautions are not considered, attempts to determine the effectiveness of a program using achievement test data are futile. The effectiveness of a LIEP can only be appropriately evaluated if achievement data on which this judgment is based are aligned with similar or parallel mainstream instructional activities, course content, and standards.

Program Effectiveness

Some program administrators are inclined to use the number or percentage of students exited from the program as a measure of program effectiveness. This position is defensible providing there is valid evidence that the following conditions have been met:

- An EL has achieved age- and grade-appropriate English language proficiency.
- An EL has achieved age- and grade-appropriate knowledge of content.
- An EL *continues* to perform on par with his or her peers.

In addition, if exit criteria will be used as an indicator of program effectiveness, the following questions must be raised:

- Do the reading level exit criteria match the reading activities, content, and standards characteristic of mainstream classrooms that the exited EL may enter?

- What are the results of English proficiency testing?
- What are the results of district-wide achievement testing?
- What are the staff recommendations and how valid are these recommendations for the purposes of exiting a student?
- What are the parents'(s) opinions, and how valid are these opinions for the purposes of exiting a student?

It is desirable to be able to demonstrate that a LIEP exits its students as appropriate and that these students continue to succeed in the mainstream classroom. The continued success of exited students will be determined, in large part, by how closely the English language proficiency and academic achievement exit criteria established by the program staff align with the demands of the mainstream classroom.

Monitoring Exited Students

The *No Child Left Behind Act of 2001* requires that exited students must be monitored for two years by the district and their progress on academic content and achievement must be sustained. (Sec. 3121(a)(4)).

Monitoring Procedures after Students Exit the LIEP Program

- A. Describe two-year monitoring procedures in place after students exit the program. Monitoring procedures need to include criteria to determine ELs' sustained academic progress. A certified, licensed professional(s) must be responsible for the monitoring procedure, identified by name(s) and position(s).
- B. Describe re-entry to LIEP process, including parental notification, when appropriate

Additional Guidance

The U.S. Department of Education's Office of Civil Rights has prepared a document entitled *Programs for English Language Learners: Resource Materials for Planning and Self-Assessments* that can be accessed at <http://www.ed.gov/about/offices/list/ocr/ell/index.html>

References

Iowa's 75th General Assembly (1993 Session). *Chapter 280*, Section 280.4, as amended by House File 457, *Code of Iowa*. Des Moines: 75th General Assembly.

Office of Civil Rights. (1999). *Programs for English language learners: Resource materials for planning and self-assessments*. Available from <http://www.ed.gov/about/offices/list/ocr/ell/index.html>

APPENDIX A:

REQUIRED ASSESSMENTS FOR ELs

The *No Child Left Behind Act of 2001* mandates that the language proficiency of ELs be assessed for placement purposes and to show growth in language acquisition. It is important to realize that these separate purposes may call for separate tests. Below are two tables; the first includes tests that can be used for placement and growth documentation purposes, while the second lists the test that focuses on showing growth in language acquisition. These lists are not meant to be comprehensive.

A. Placement Screener

For placement screening for ELs, use the Tennessee English Language Proficiency Assessment (TELPA) screener. Please reference Iowa Department of Education Deputy Director, David Tilly's memorandum regarding assessment of English Language Learners. A copy of the memorandum can be found on subsequent pages.

Successful academic performance depends on proficiency in listening, speaking, reading, and writing English (Title I and III). A student's level of proficiency in these skill areas may vary. Therefore, assessing the student's English language proficiency is an important step in deciding upon placement in an English language instruction education program. IAC clarifies that "These assessments shall be conducted by utilizing state, local, or nationally recognized tests, as well as teacher observations and recommendations [IAC rule 281-60.3(3)]."

Beginning with the registration/ enrollment period for the 2013-2014 academic year, TELPA will become the required screener in order for us to meet federal and state regulations to establish a zero growth point for English language proficiency. The TELPA is the only placement screener aligned to the outcome measure, I-ELDA. For information on ordering the TELPA or administering the TELPA, please visit the Iowa Department of Education's website

<https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners>

[B: Annual Summative English Language Proficiency \(ELP\) Assessment: ELPA 21](#)

[C. Annual Academic Assessment of Yearly Progress \(AYP\): Iowa Assessments](#)

[D. District-wide assessments for students in grade-levels not tested by Iowa Assessments](#)



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
D.T. MAGEE, INTERIM DIRECTOR

DATE: August 7, 2013

TO: LEA Public Superintendents
Accredited Nonpublic Administrators
AEA Chief Administrators

FROM: David Tilly, Deputy Director

RE: Assessment of English Language Learners

The following memorandum is intended to notify public and accredited nonpublic schools of the process and procedures related to training and administration of the Tennessee English Language Proficiency Assessment (TELPA) screener for English Language Learners (ELL). Original communication on requiring the TELPA, as the only approved screening measure for English Language Learner identification and program placement, was sent on June 14, 2013. This serves as follow-up guidance related to the ordering of materials and training requirements for personnel providing administration of the assessment. The pilot study of the TELPA concluded last spring; and as such, Title III funds are not eligible to pay for the assessment moving forward. The financial responsibility for the administration of the TELPA reverts back to the LEA and can be supported with the same funds that were utilized to pay for the ELL screener prior to the TELPA study.

With the beginning of the 2013-14 academic year, Iowa Testing Programs (ITP) is assuming responsibility for the administration of the TELPA and Iowa-English Language Development Assessment (I-ELDA) in Iowa. For those who have administered TELPA in prior years and who have an inventory of materials, you may continue to use them for assessing your students.

ITP is currently updating its Online Tools website (accessed at itp.education.uiowa.edu) to support the ordering of testing materials for these assessments (test booklets, answer documents, administration manuals, CD's). It is anticipated that the site will be "live" on Monday, August 19. For those who need TELPA materials prior to that, we ask that you send an e-mail to telpa@uiowa.edu indicating the number of students to be assessed (by grade level), as well as contact and shipping information.

ITP and the Iowa Department of Education have established October 31st as the date by which TELPA assessments administered in the fall of 2013 are to be returned to ITP for processing. After the original "batch" submission, Local Education Agencies will need to submit completed assessments within 30 days of test administration as new students arrive throughout the year. Student identification labels ("barcodes") will need to be applied to student answer documents prior to returning them to Iowa Testing Programs for processing. TELPA barcodes will be ordered using the same Online Tools website used for the Iowa Assessments. Instructions

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

www.educateiowa.gov

Championing Excellence for all Iowa Students through Leadership and Service

on how and where to return the answer sheets for processing will be included in the shipment of barcode labels.

Any questions or concerns you have may be directed to telpa@uiowa.edu or to David Henkhaus at 319-384-2714.

All education personnel assigned to administer and/or score the TELPA screener must participate in the online training module, even if you have administered the assessment during the pilot period. A certificate will be issued upon successful completion of the quizzes integrated into the online training module.

Directions for accessing the online training are as follows:

Go to <http://moodlesw.aeadonline.org/>

There is a welcome message that provides instructions for setting up an account or using a current account to access the training.

If it is the first time on the site, create a free account. If not, enter a user name and password. If the educational personnel selected to administer the TELPA have not used AEA PD Online since January 2013, they will need to set up a new account. Once they have an account, scroll down to COURSE CATEGORIES. Choose **Assessment**. Then choose **TELPA Training**. Follow the instructions in the TELPA training site and be sure to print a certification of successful completion as documentation purposes.

If you have further questions, please contact Colleen Anderson at Colleen.Anderson@iowa.gov or Jobi Lawrence at Jobi.Lawrence@iowa.gov.

Appendix B

English Language Proficiency Standards: At a Glance

<http://www.elpa21.org/sites/default/files/12.22.14%20Standards%20At%20A%20Glance.pdf>

APPENDIX C: LIST OF RESOURCE AGENCIES, CENTERS, AND ORGANIZATIONS

A number of agencies, centers, and organizations provide assistance in establishing or implementing special programs for English learners (ELs). Feel free to contact them directly.

State Resources

At the state level, schools and individuals can receive assistance from the Department of Education, the Department of Human Services, and the Department of Human Rights. These resources are listed below, along with a brief description of the types of assistance offered.

Iowa Department of Education

Title III

Bureau of Educator Quality

Grimes State Office Building

Des Moines, IA 50319

Contact person: Jobi Lawrence, Ed.

Phone: (515) 281-3805

Email: jobi.lawrence@iowa.gov

Web address: <https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners>

Title I - Statewide Coordination

Grimes State Office Building

Des Moines, IA 50319

Web address: <https://www.educateiowa.gov/pk-12/title-programs/title-i>

Title I is a federally funded program. Its goal is to improve the educational opportunities of educationally deprived students. Staff members work toward this goal by helping students succeed in the regular school program, attain grade-level proficiency, and improve achievement in basic and more advanced skills.

School districts may use Title I resources for ELs who are receiving services in ESL/Bilingual programs. These students must be determined to be eligible for Title I service on the basis of the same criteria as other students.

Title I - Migrant Education Program

Grimes State Office Building

Des Moines, IA 50319

Web address: <https://www.educateiowa.gov/pk-12/title-programs/title-i/title-i-part-c-education-migratory-children>

This program provides migratory children with appropriate educational services that address their special needs. It seeks to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school.

Iowa Department of Human Services

Bureau of Refugee Services

<http://www.dhs.state.ia.us/Consumers/RefugeeServices/RefugeeHome.html>

Primary purposes of the Bureau of Refugee Services include the following:

- To help all refugees reach economic self-sufficiency.
- To aid refugees with any problems, interests, or concerns they may have.
- To help all refugees assimilate smoothly into the American society, thus developing a happy and prosperous new life.
- To serve as a central clearinghouse in order to refer refugees to any resource necessary and available to them.
- To work with all other agencies, committees, organizations, etc., who also have a responsibility to, or an interest in, serving the refugee community.
- To provide refugees with a full range of counseling, referral, and follow-up services, including employment, education, health (medical, dental, mental), language, interpreter service, social services (counseling, housing, registrations and applications).

Iowa Department of Human Rights

Iowa Division of Latino Affairs

Lucas State Office Building

Des Moines, IA 50319

Phone: (515) 281-4080

Web address: <http://www.latinoaffairs.iowa.gov/Index.html>

The mission of the Commission on Latino Affairs is to improve the understanding of the social, cultural and economic contributions Latinos make in Iowa. In addition, it serves as a resource center, which advocates for positive and healthy changes for all Iowans.

Federal Resources

Center for Applied Linguistics (CAL)

4646 40th St., NW

Washington, DC 20016-1859

Phone: (202) 362-0700

Email: info@cal.org

<http://www.cal.org/>

The Center for Applied Linguistics offers the following types of assistance:

- Provides solutions to language-related problems by conducting research and disseminating information on language teaching.
- Provides training and technical assistance.
- Sponsors conferences, develops teaching and testing materials, and designs programs for the teaching of foreign language and ESL.
- Provides national and international leadership on issues in the public interest.

Regional Educational Laboratory Midwest (REL Midwest)

American Institutes for Research

1120 East Diehl Road, Suite 200

Naperville, IL 60563

Phone: (866)-730-6735

<http://www.relmidwest.org/>

REL Midwest is part of a network of 10 regional educational laboratories funded by the U.S. Department of Education's Institute of Education Sciences (IES). Each REL serves a designated region of the country and focuses on the national priority of helping states and districts use data and analysis to address important policy and practice issues with the goal of improving student outcomes. Research alliances drive the research, technical assistance and dissemination work of the RELs.

REL Midwest serves the Midwest region by:

- Helping districts and schools systematically use their data systems
- Conducting and supporting high-quality research and evaluation
- Assisting education practitioners and policymakers in incorporating data-based inquiry practices into their decision making

The Midwest Equity Assistance Center (MEAC)

401 Bluemont Hall

1100 Mid-Campus Drive

Manhattan, KS 66506-5327

Phone: 800-232-0133 ext. 6408

Web address: www.meac.org/

First established as the Midwest Desegregation Assistance Center in 1978, this is one of ten regional equity assistance centers in the country. These centers are funded by the U.S. Department of Education under Title IV of the 1964 *Civil Rights Act*. They provide assistance to

public school districts to promote equal educational opportunities in the areas of race, gender, and national origin. MEAC serves Iowa, Kansas, Missouri, and Nebraska.

National Clearinghouse for English Language Acquisition (NCELA)

8757 Georgia Avenue, Suite 460

Silver Spring, MD 20910

Phone: 1-866-347-6864

Web address: <http://www.ncela.us/>

NCELA is funded by the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) using Title III monies. NCELA is a clearinghouse for information related to programming for ELLs and a number of valuable resources are available on the website at no cost.

Office of English Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)

U.S. Department of Education

Office of English Language Acquisition

550 12th St., SW

Washington, DC 20065-6510

Phone: (800) 872-5327

<http://www.ed.gov/about/offices/list/oela/index.html>

OELA administers Title III of the *No Child Left Behind Act of 2001* and, according to their website, is responsible for:

- Administering grant programs that help children develop proficiency in English and achieve high content standards.
- Recommending policies and promoting best practices for meeting the needs of English language learners.
- Strengthening collaboration and coordination among federal, state and local programs serving English language learners.
- Monitoring funded programs and providing technical assistance that focus on outcomes and accountability.

Office of Civil Rights (OCR), Region VII - Kansas City Office

U.S. Department of Health and Human Services

601 East 12th Street – Room 353

Kansas City, MO 64106

Phone: (800) 386-1019

Fax: (816) 426 - 3686

The Office for Civil Rights (OCR) works toward the prevention of and the development of solutions for discrimination complaints.

APPENDIX D: PUBLISHERS OF BILINGUAL / ESL / MULTICULTURAL / MULTILINGUAL MATERIAL

Academic Learning Systems
1310 West Northwest Hwy.
Arlington Heights, IL 60004-5230
(847) 577-6601

Accelerated Reader
Perfection Learning Corp.
1000 North Second Avenue
Logan, IA 51546-0500
(800) 831-4190
www.perfectionlearning.com

Addison-Wesley
(see Pearson Longman)

AGS Globe
5910 Rice Creek Parkway
Suite 1000
Shoreview, MN 55126
(800) 328-2560
<http://www.pearsonschool.com/>

Alta ESL
14 Adrian Court
Burlingame, CA 94010
(800) ALTAESL
<http://www.altaesl.com>

AMSCO
315 Hudson Street,
New York, NY 10013-1085
(800) 969-8398
www.amscopub.com

Asia for Kids
4480 Lake Forest Dr. #302
Cincinnati, Ohio 45242 USA
(800) 888-9681
www.asiaforkids.com

Audio Forum
Jeffrey Norton Publishers
One Orchard Park Road
Madison, CT 06443 USA
(800) 243-1234
<http://www.audioforum.com/>

Ballard & Tighe
P.O. Box 219
Brea, CA 92821-0219
(800) 321-4332
<http://www.ballard-tighe.com/>

Book Vine for Children
3980 W. Albany Street,
Suite 7
McHenry, IL 60050-8397
(815) 363-8880
www.bookvine.com

BMI Educational Services, Inc.
PO Box 800
Dayton, NJ 08810-0800
800-222-8100
www.bmiedserv.com

Cambridge University Press
100 Brook Hill Drive
West Nyack, NY 10994-2133
(800) 872-7423
<http://us.cambridge.org/esl/>

Continental Press
520 East Bainbridge St.
Elizabethtown, PA 17022
(800) 233-0759
www.continentalpress.com

Culture for Kids
4480 Lake Forest Dr. #302
Cincinnati, Ohio 45242
(800) 888-9589
www.cultureforkids.com

Educational Activities, Inc.
P.O. Box 87
Baldwin, NY 11510
800-645-3739
www.edact.com

Educational Resources
1550 Executive Drive
Elgin, IL 60123
(800) 624-2926

Franklin Electronic Publishers
One Franklin Plaza
Burlington, NJ 08016-4907
800-266-5626
www.franklin.com

Imagine Learning
191 W River Park Dr, Provo,
UT 84604
(866) 377-5071
<http://www.imaginelearning.com>

Indian Book Shelf
76-36/ 265 Street
New Hyde Park, NY 11049
Order catalog from:
indian_books@yahoo.com

Jamestown Publishers
Mid-Continent Regional Office
Glencoe/McGraw-Hill
2029 Woodland Parkway
Suite 140
St. Louis, MO 63146-4247
1-800-USA-READ
www.glencoe.com/gln/jamestown/index.php4

Kagan Publishing and
Professional Development
P.O. Box 72008
San Clemente, CA 92763-2008
800-933-2667
www.kaganonline.com

Lakeshore Learning Materials
2695 E. Dominguez St.
Carson, CA 90810
800-778-4456
www.lakeshorelearning.com

Lectorum
800-345-5946
www.Lectorum.com

Longman (see Pearson Longman)

McGraw-Hill/Contemporary
Two Penn Plaza, 20th Floor
New York, NY 10121
(800) 621-1918
www.mhcontemporary.com

Modern Curriculum Press
Pearson Learning Group
135 South Mount Zion Rd.
P.O. Box 2500
Lebanon, IN 46052
800-526-9907
http://plgcatalog.pearson.com/home.cfm?site_id=12

Multicultural Books and Videos
28880 Southfield Road, Suite
183
Lathrup Village, MI 48076
800-567-2220
www.multiculturalbooksandvideos.com

National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL 60646
800-323-4900
<http://www.ntc-school.com/>

Oxford University Press
ESL Customer Service
2001 Evans Road
Cary, NC 27513 U.S.A.
(800) 441-5445
www.oup.com/us/esl

Pan Asian Publications (USA)
Inc.
29564 Union City Blvd.
Union City, CA 94587
800-909-8088
www.panap.com

Pearson Longman
528 Homestead Way
Boulder, CO 80301
(800) 508-9430
<http://www.longmanhomeusa.com/> -

Phoenix Learning Resources
2349 Chaffee Drive
St. Louis, MO 63146
(800) 221-1274
www.phoenixlearninggroup.com/plr/plr.htm

Remedia Publications
15887 N. 76th St., #120
Scottsdale, AZ 85260
800-826-4740
www.rempub.com

Rigby
Harcourt Achieve
6277 Sea Harbor Dr
Orlando, FL 32887
1-800-531-5015
<http://rigby.harcourtachieve.com>

Rosetta Stone
135 W. Market St.
Harrisonburg, VA 22801
(800) 788-0822
<http://www.rosettastone.com>

Russian Publishing House
www.Russianpublishinghouse.com

Saddleback Educational, Inc.
Three Watson
Irvine, CA 92618-2767
(800) 735-2225
<http://www.sdlback.com>

Scholastic, Inc.
<http://www.scholastic.com>

Scott Foresman
1900 East Lake Avenue
Glenview, IL 60025
800-535-4391
www.scottforesman.com

Teachers of English to Speakers
of Other Languages
1925 Ballenger Avenue
Suite 550
Alexandria, VA 22314-6820
(888) 891-0041
www.tesol.org

University of Michigan Press
839 Greene Street
Ann Arbor, MI 48104-3209
(866) 804-0002
<http://www.press.umich.edu/script/press/elt> -

Appendix E: PRINT AND ONLINE RESOURCE LIST³

General EL Websites:

Iowa Department of Education ELL Website: <https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners>

Iowa's "Our Kids" Summer Institute: <https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners>

National Clearinghouse for English Language Acquisition: <http://www.ncela.us/>

Related to Secondary ELLs:

Smith, K. B. (Ed.). (2004). *Immigrant Students and Secondary School Reform: Compendium of Best Practices*. Washington, DC: Council of Chief State School Officers. Available at <http://www.inpathways.net/ImmigrantStudentBestPractices.pdf>

Related to Testing ELLs:

To stay up to date on testing issues that affect culturally and linguistically diverse children, contact **FairTest** at the following address:

The National Center for Fair and Open Testing
342 Broadway
Cambridge, MA 02139-1802
(617) 864-4810
www.fairtest.org

Another excellent source of information regarding testing of ELLs is the U.S. Department of Education Office of English Language Acquisition's National Clearinghouse for English Language Acquisition (NCELA) website: <http://www.ncela.us/>

Related to Special Education and ELLs:

Artiles, A., & Ortiz, A. (Eds.). (2002). *English Language Learners with Special Education Needs: Identification, Assessment, and Instruction*. Washington, DC: Center for Applied Linguistics. Available at <http://www.cal.org/resources/pubs/specialed.html>

Burdette, J. (2000). *Assessment of Culturally and Linguistically Diverse Students for Special Education Eligibility*. (ERIC EC Digest #E604). Arlington, VA: ERIC Clearinghouse on

³ This resource list is a starting point for educators interested in learning more about various topics; other resources are certainly available. The inclusion of resources not produced by the Iowa Department of Education (IDE) does not imply their endorsement by the IDE.

Disabilities and Gifted Education (ERIC EC)/The Council for Exceptional Children. Available at <http://www.hoagiesgifted.org/eric/e604.html>

South Central Comprehensive Center. (nd). Ensure Appropriate Placement of LEP Students in Special Education Programs. In *The English Language Learner Knowledge Base* (Element 4: Activity 1: Task 4). Retrieved January 7, 2014, from http://www.sc3ta.org/knowledgebases/ELL_Administrators/4_1_4_0/ensure-appropriate-placement-of-ell-students-in-special-education-programs.html

Related to Talented and Gifted Programming for ELLs:

Castellano, J. A., & Diaz, E. (2001). *Reading New Horizons: Gifted and Talented Education for Culturally and Linguistically Diverse Students*. Boston, MA: Allyn & Bacon. Available at http://www.pearsonhighered.com/educator/academic/product/0,,0205314139,00%2ben-USS_01DBC.html

CEC Information Center on Disabilities and Gifted Education. (2003). *GT-English as a second language* (updated March 2003). Available at <http://www.hoagiesgifted.org/eric/faq/gt-esl.html>

Cohen, L. M. (1990). *Meeting the Need of Gifted and Talented Minority Language Students*. ERIC EC Digest #E480). Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)/The Council for Exceptional Children. Available at <http://www.hoagiesgifted.org/eric/e480.html>

The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development. (2006). *The Iowa Model for Identifying Gifted and Talented English Language Learners*. Iowa City, IA: Author. (2008)

Harris, C. J. (1993). *Identifying and Serving Recent Immigrant Children Who Are Gifted*. (ERIC EC Digest #E520). Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)/The Council for Exceptional Children. Available at <http://www.hoagiesgifted.org/eric/e520.html>

Kogan, E. (2001). *Gifted Bilingual Students: A Paradox?* New York, NY: Peter Lang Publishing.

South Central Comprehensive Center. (nd). Ensure Appropriate Placement of LEP Students in Special Education Programs. In *The English Language Learner Knowledge Base* (Element 4: Activity 1: Task 3). Retrieved January 7, 2014, from http://www.sc3ta.org/knowledgebases/ELL_Administrators/4_1_3_0/provide-ell-students-equal-access-to-gifted-and-talented-programs.html

Related to Instructional Strategies for Language Teaching:

Chamot, A. U., & O'Malley, J. M. (1993). *Calla Handbook Implementing the Cognitive Academic Language Learning*. Boston, MA: Pearson Higher Education.

Echevarria, J., & Graves, A. (2002). *Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities (2nd Edition)*. Boston, MA: Allyn & Bacon.

Echevarria, J., Vogt, M., & Short, D. (2003). *Making Content Comprehensible for English Language Learners: The SIOP Model, Second Edition*. Boston, MA: Pearson Allyn & Bacon.

Haver, J. (2002). *Structured English Immersion: A Step-by-Step Guide for K-6 Teachers and Administrators*. Thousand Oaks, CA: Corwin Press.

Peregoy, S., & Boyle, O. (2000). *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers (3rd Edition)*. Boston, MA: Pearson Education.

Related to Instructional Strategies for Literacy Teaching:

Cappellini, M. (2005). *Balancing reading & language learning: A resource for teaching English language learners, K-5*. Portland, ME: Stenhouse.

Edelsky, C., Altwerger, B., & Flores, B. (1991). *Whole Language: What's the Difference?* Portsmouth, NH: Heinemann.

Fountas, I. C., & Pinnell, G. S. (2001). *Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.

Franklin, E. (Ed.) (1999). *Reading and Writing in More Than One Language: Lessons for Teachers*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Goodman, K. (1986). *What's Whole in Whole Language?* Portsmouth, NH: Heinemann.

Hindley, J. (1996). *In the Company of Children*. York, ME: Stenhouse Publishers.

Pinnell, G. S., & Fountas, I. C. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

Pinnell, G. S., & Fountas, I. C. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann.

Spangenberg-Urbschat, K., & Pritchard, R. (Eds). (1994). *Kids Come in All Languages: Reading Instruction for ESL Students*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Wilde, S. (1992). *You Kan Red This! Spelling and Punctuation for Whole Language Classrooms, K-6*. Portsmouth, NH: Heinemann.

Related to Parent Involvement:

Chrispeels, J. H., & Rivero, E. (2001). Engaging Latino families for student success: How parent education can reshape parents' sense of place in the education of their children. *Peabody Journal of Education*, 76, 119–169.

Iowa Parents.org. (n.d.). Retrieved January 7, 2014, from <http://www.iowaparents.org/>

APPENDIX F:

LIMITED ENGLISH PROFICIENCY LAWS AND RULES

Limited English Proficiency Legislation

Code of Iowa
CHAPTER 280, SECTION 280.4
as amended by House File 452
of the Eighty-Fifth General Assembly,
2013 Session

280.4 LIMITED ENGLISH PROFICIENCY—WEIGHTING

The medium of instruction in all secular subjects taught in both public and nonpublic schools shall be the English language, except when the use of a foreign language is deemed appropriate in the teaching of any subject or when the student is limited English proficient. When the student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include but need not be limited to either instruction in English as a second language or transitional bilingual instruction until the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language.

As used in this section, the following definitions apply:

Limited English proficient: means a student's language background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Fully English proficient: means a student who is able to read, understand, write, and speak the English language and to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom.

The department of education shall adopt rules relating to the identification of limited English proficient students who require special instruction under this section and to application procedures for funds available under this section.

In order to provide funds for the excess costs of instruction of limited English proficient students above the costs of instruction of pupils in a regular curriculum, students identified as limited English proficient shall be assigned an additional weighting that shall be included in the weighted enrollment of the school district of residence for a period not exceeding three years. However, the school budget review committee may grant supplemental aid or modified allowable growth to a school district to continue funding a program for students after the expiration of the three-year period. The school budget review committee shall calculate the additional amount for the weighting to the nearest one-hundredth of one percent so that to the extent possible the moneys generated by the weighting will be equivalent to the moneys generated by the two-tenths weighting provided prior to July 1, 1991.

HF425

source:<http://www.myotherdrive.com/dyn/file/214.165514.09072013.75005.6a6afi/The+2013+ISFIS+Legislative+Session+Digest.pdf>

- ELL program expansion language allowing a fifth year [sic] of support

Code of Iowa Rules

Chapter 60 - Programs for Students of Limited English Proficiency

281—60.1(280) Scope. These rules apply to the provisions of the identification of students and provision of programs for limited English proficient students and to the application procedures for securing fiscal support.

281—60.2 (280) Definitions. As used in these rules, the following definitions will apply:

“English as a second language” refers to a structured language acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write and listen to English language at the age- and grade-appropriate level.

“Fully English proficient” refers to a student who is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. The four language skills contributing to proficiency include reading, listening, writing, and speaking.

“Limited English proficient” refers to a student who has a language background other than English, and the proficiency in English is such that the probability of the student’s academic success in an English-only classroom is below that of an academically successful peer with an English language background.

“Transitional bilingual instruction” refers to a program of instruction in English and the native language of the student until the student demonstrates a functional ability to speak read, write and listen to the English language at the age- and grade-appropriate level.

281—60.3 (280) School district responsibilities.

60.3(1) *Student identification and assessment.* A school shall use the following criteria in determining a student’s eligibility:

a. In order to determine the necessity of conducting an English language assessment of any student, the district shall, at the time of registration, ascertain the place of birth of the student and whether there is a prominent use of any language(s) other than English in the home. In addition, for those students whose registration forms indicate the prominent use of another language in their lives, the district shall conduct a Home Language Survey on forms developed by the department of education to determine the first language acquired by the student, the languages spoken by the student and by others in the student’s home. School district personnel shall be prepared to conduct oral or native language interviews with those adults in the student’s home who may not have sufficient English or literacy skills to complete a survey written in English.

b. Students identified as having a language other than English in the home shall be assessed by the district. The assessment shall include (1) an assessment of the student’s English proficiency in the areas of speaking, listening, reading and writing; and (2) an assessment of the student’s academic skills in relation to their grade or age level. A consistent plan of evaluation which includes ongoing evaluation of student progress shall be developed and implemented by the district for the above areas for each student so identified.

60.3(2) Staffing. Teachers in an English as a Second Language (ESL) program must possess a valid Iowa teaching license. All teachers licensed after October 1, 1988, shall have endorsement 104 (K-12 ESL) if they are teaching ESL.

“If a person held an Iowa teaching license prior to October 1, 1988, that person is authorized to teach ESL on the level where that person is currently licensed. Thus if a person held the general elementary endorsement prior to 1988, that person can teach elementary ESL.”

Individuals who were licensed in Iowa prior to October 1, 1988, and were allowed to teach English as a second language without completing the endorsement requirements must complete the endorsement requirements by July 1, 2012, in order to teach or continue to teach English as a second language. A waiver provision is available through the Board of Educational Examiners for individuals who have been successfully teaching English as a second language.” Retrieved November 11, 2013 from <http://www.boee.iowa.gov/forms/handbook.pdf>

Teachers in a transitional bilingual program shall possess a valid Iowa teaching license with endorsements for the area and level of their teaching assignments.

60.3(3) Limited English proficient student placement. Placement of students identified as limited English proficient shall be in accordance with the following:

a. Mainstream classes: Students will be placed in classes with chronological peers or, when absolutely necessary, within two years of the student’s age.

b. Limited English proficient program placement:

(1) Students enrolled in a program for limited English proficient students shall receive language instruction with other limited English proficient students with similar language needs.

(2) When students of different age groups or educational levels are combined in the same class, the school shall ensure that the instruction given is appropriate to each student’s level of educational attainment.

(3) A program of transitional bilingual instruction may include the participation of students whose native language is English.

(4) Exit from program: An individual student may exit from an ESL or Transitional Bilingual Education (TBE) program after an assessment has shown both that the student can function in English (in speaking, listening, reading and writing) at a level commensurate with the student’s grade or age peers and that the student can function academically at the same level as the English speaking grade level peers. These assessments shall be conducted by utilizing state, local or nationally recognized tests as well as teacher observations and recommendations.

(5) Staff in-service. The district shall develop a program of in-service activities for all staff involved in the educational process of the limited English proficient student.

281—60.4(280) Department responsibility. The department of education shall provide technical assistance to school districts, including advising and assisting schools in planning, implementation and evaluation of programs for limited English proficient students.

60.4(1) to 60.4(3) Rescinded IAB 2/2/94, effective 3/9/94.

281—60.5 (280) Nonpublic school participation. English as a second language and transitional bilingual programs offered by a public school district shall be made available to nonpublic school students residing in the district.

281—60.6 (280) Funding. Additional weighting for students in programs provided under this chapter is available in accordance with Iowa Code section 280.4.

These rules are intended to implement Iowa Code section 280.4.

Appendix G

Lau Plan Checklist for Program Evaluation

<https://www.educateiowa.gov/documents/english-language-learner-ell/2015/08/lau-plan-checklist>

